Traditional Tales	21 st -24 th Feb	27 th Feb- 3 rd March	6 th March- 10 th March	13 th March- 17 th March	20 th March- 24 th March	27 th – 31 st March
Book Focus	Cadybird First Fewerite Tales Three Billy Goats Gruff	Coalphird first Paragrite Tales Three Billy Goots Gruff	Coldinate Goldinate Three Bears	Goldiocks and the Three Bears	Cingerbread Man	Cingerbread Man
Key vocabulary	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River
Literacy/ CL	Make a bridge for the Goats to cross. Engage in extended conversations about stories, learning new vocabulary Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Understands 'why' questions Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)	Draw a picture of a troll and describe it. Engage in extended conversations about stories, learning new vocabulary Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end Scissor Grasp Inferior Pincer Grasp Pincer Grasp Fine Pincer Grasp Palmer Grasp Use a wide range of vocabulary	Make Porridge for Goldilocks and the 3 Bears. Engage in extended conversations about stories, learning new vocabulary Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Engages in story times Make comments about what they have heard Understands 'why' questions Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened	Retell the story- What is your favourite part? Engage in extended conversations about stories, learning new vocabulary Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map	Design your own Gingerbread Man, make marks to label. Engage in extended conversations about stories, learning new vocabulary Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end Scissor Grasp Inferior Pincer Grasp Pincer Grasp Fine Pincer Grasp Palmer Grasp Use a wide range of vocabulary Scribbles made of lines Imitate and copy patterns such as dots, straight lines, curved lines, swirls, 'castle tops' and cross shapes Show a preference for a dominant hand Begin to form some or all of the letters in their name correctly Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings Write some or all of their name. This might be copied, and some letters may be written the wrong way round	Retell the story- What is your favourite part? Engage in extended conversations about stories, learning new vocabulary Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map Begin to text map

Phonics

Spring term planning

To experience and appreciate

To increase awareness of words

Develop their phonological awareness, so that rhythm and rhyme and to develop that rhyme and to develop differences in vocal sounds, with the same sound. they can: - spot and suggest rhymes - count or clap Develop their phonological awareness, so that Develop their phonological awareness, so awareness of rhythm and rhyme knowledge about rhyme. syllables in a word - recognise words with the same they can: - spot and suggest rhymes - count or clap that they can: - spot and suggest rhymes - Develop their phonological awareness, so in speech initial sound, such as money and mother syllables in a word - recognise words with the same count or clap syllables in a word - recognise that they can: - spot and suggest rhymes -Notice some print, such as the first letter of their • Develop their phonological awareness, so initial sound, such as money and mother words with the same initial sound, such as count or clap syllables in a word - recognise name, a bus or a familiar logo Count or clap that they can: - spot and suggest rhymes -Notice some print, such as the first letter of their money and mother words with the same initial sound, such as count or clap syllables in a word - recognise syllables in a word Exposure to nursery rhymes and name, a bus or a familiar logo Count or clap Notice some print, such as the first letter of money and mother rhymes in stories. Begin to spot rhymes in stories words with the same initial sound, such as syllables in a word Exposure to nursery rhymes and their name, a bus or a familiar logo Count Notice some print, such as the first letter of money and mother Recognise words with the same initial sound, such rhymes in stories. Begin to spot rhymes in stories or clap syllables in a word Exposure to their name, a bus or a familiar logo Count or Notice some print, such as the first letter of Recognise words with the same initial sound, such nursery rhymes and rhymes in stories. clap syllables in a word Exposure to nursery Stops to listen for directions from an adult but may their name, a bus or a familiar logo Count or as money and mother Begin to spot rhymes in stories Recognise rhymes and rhymes in stories. Begin to spot need support to do this e.g. visual cue (hand to ear clap syllables in a word Exposure to nursery words with the same initial sound, such as Stops to listen for directions from an adult but may rhymes in stories Recognise words with the for 'listen') Listen to simple stories and understand rhymes and rhymes in stories. Begin to spot need support to do this e.g. visual cue (hand to ear money and mother same initial sound, such as money and mother what is happening, with the help of pictures Easily rhymes in stories Recognise words with the for 'listen') Listen to simple stories and understand Stops to listen for directions from an adult Stops to listen for directions from an adult but locates sound sources and can talk about sounds same initial sound, such as money and mother what is happening, with the help of pictures Easily but may need support to do this e.g. visual may need support to do this e.g. visual cue Stops to listen for directions from an adult but locates sound sources and can talk about sounds cue (hand to ear for 'listen') Listen to simple (hand to ear for 'listen') Listen to simple stories Say some of the words in songs and rhymes Join in may need support to do this e.g. visual cue stories and understand what is happening, and understand what is happening, with the with songs and rhymes, copying sounds, rhythms, (hand to ear for 'listen') Listen to simple stories Say some of the words in songs and rhymes Join in with the help of pictures Easily locates help of pictures Easily locates sound sources tunes and tempo Sing songs and say rhymes and understand what is happening, with the sound sources and can talk about sounds with songs and rhymes, copying sounds, rhythms, and can talk about sounds heard independently, for example, singing whilst playing help of pictures Easily locates sound sources tunes and tempo Sing songs and say rhymes Say some of the words in sonas and rhymes and can talk about sounds heard independently, for example, singing whilst playing Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, Say some of the words in songs and rhymes Join in with songs and rhymes, copying rhythms, tunes and tempo Sing songs and say Join in with songs and rhymes, copying sounds, sounds, rhythms, tunes and tempo Sing rhymes independently, for example, singing rhythms, tunes and tempo Sing songs and say songs and say rhymes independently, for whilst playing rhymes independently, for example, singing example, singing whilst playing whilst playing Áspire Kinetic Letters **Kinetic Letters** Kinetic Letters Kinetic Letters **Kinetic Letters** Kinetic Letters Focus: Building Strength Focus: 6 Letter Moves Focus: Flow Movement Use large-muscle movements to wave flags Use large-muscle movements to wave flags Use large-muscle movements to wave flags and Use large-muscle movements to wave flags and Use large-muscle movements to wave flags and streamers, paint and make marks. and streamers, paint and make marks. streamers, paint and make marks streamers, paint and make marks. and streamers, paint and make marks. Match their developing physical skills to tasks Match their developing physical skills to tasks Match their developing physical skills to tasks and Match their developing physical skills to tasks and Match their developing physical skills to and activities in the setting. For example, they and activities in the setting. For example, they activities in the setting. For example, they decide activities in the setting. For example, they decide tasks and activities in the setting. For decide whether to crawl, walk or run across a decide whether to crawl, walk or run across a whether to crawl, walk or run across a plank, whether to crawl, walk or run across a plank, example, they decide whether to crawl, plank, depending on its length and width. walk or run across a plank, depending on its plank, depending on its length and width. depending on its length and width. depending on its length and width Use one-handed tools and equipment, for Use one-handed tools and equipment, for Use one-handed tools and equipment, for example, Use one-handed tools and equipment, for example, length and width example, making snips in paper with scissors. example, making snips in paper with scissors. • making snips in paper with scissors. • Use a making snips in paper with scissors. • Use a Use one-handed tools and equipment, for Use a comfortable grip with good control when comfortable grip with good control when holding Use a comfortable grip with good control when comfortable grip with good control when holding example, making snips in paper with holding pens and pencils. • Show a preference holding pens and pencils. • Show a preference pens and pencils. • Show a preference for a pens and pencils. • Show a preference for a scissors. • Use a comfortable grip with for a dominant hand. for a dominant hand. dominant hand. good control when holding pens and dominant hand. Use core muscle strength to achieve a good Use core muscle strength to achieve a good Use core muscle strength to achieve a good posture Use core muscle strength to achieve a good posture pencils. • Show a preference for a dominant posture when sitting at a table or sitting on the posture when sitting at a table or sitting on the when sitting at a table or sitting on the floor. Good when sitting at a table or sitting on the floor. Good floor. Good posture when at the table means floor. Good posture when at the table means posture when at the table means feet on the floor. posture when at the table means feet on the floor. Use core muscle strength to achieve a good feet on the floor, bottom to back of chair and feet on the floor, bottom to back of chair and bottom to back of chair and forearms resting on bottom to back of chair and forearms resting on posture when sitting at a table or sitting on table. Good posture when sitting on the floor table. Good posture when sitting on the floor forearms resting on table. Good posture when forearms resting on table. Good posture when the floor. Good posture when at the table sitting on the floor means legs crossed, shifting sitting on the floor means legs crossed, shifting means legs crossed, shifting weight to hips and means legs crossed, shifting weight to hips and means feet on the floor, bottom to back of weight to hips and placing belly over hips weight to hips and placing belly over hips placing belly over hips chair and forearms resting on table. Good placing belly over hips posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips placing belly over hips Maths Number blocks episode 3 Length Encourage them to use Height Encourage them to use more Number blocks episode 4 Number blocks episode 5 Encourage them to make direct more specific mathematical specific mathematical vocabulary in Counting to 5 Counting to 3 vocabulary in relation to relation to Counting to 4 Finding 5 objects Representing 5 on a 5 frame Finding 3 objects Length - longer, shorter height – taller, shorter Finding 4 objects

To distinguish between the

To recognise an initial sound.

Review To know that words can begin

 Develop their phonological awareness, so that they can: - spot and suggest rhymes count or clap syllables in a word - recognise words with the same initial sound, such as monev and mother

Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother

Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds

Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing







Kinetic Letters

Focus: Building Strength Focus: 6 Letter Moves Focus: Flow Movement

Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with

control when holding pens and pencils. • Show a preference for a dominant hand Use core muscle strenath to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and







comparisons holding items to estimate which feels the heaviest then use the balance scales to check.

Representing 3 on a 5 frame

A triangle – 3 sides shape

Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Explore numbers with concrete objects grouping and sharing Understand fair and unfair when objects are shared between them *Understand equal parts and whole of shapes*

Breadth - wider, narrower

Make comparisons between objects relating to size, length, weight and capacity. Show an awareness of comparison in estimating and predicting Compare some types of measures

Make comparisons between objects relating to size, length, weight and capacity.

Show an awareness of comparison in estimating and predicting Compare some types of measures

Representing 4 on a 5 frame

Squares and rectangles, 4 sided shapes including in the environment

Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Explore numbers with concrete objects - grouping

and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities

Pentagons, 5 sided shapes including in the environment 5 actions e.g., 5 hops, 5 jumps, 5 claps

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than'. 'fewer than

Explore numbers with concrete objects arouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of

Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities







I know the names for some body parts, and I am starting to understand

that I need to be healthy.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about

food, drink, activity and toothbrushing. Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices



Enquire

need to do to be healthy.

toilet, washing and drying their hands

thoroughly. • Make healthy choices about

food, drink, activity and toothbrushing.

do themselves for e.g. reach something,

minimal adult support Can complete new

activities without needing adult support

I can tell you some of the things I

Be increasingly independent in meeting their

own care needs, e.g. brushing teeth, using the

Will show a desire to do things themselves i.e.

put on a coat, wash hands, get a resource Will

fastenings Completes most self-care tasks with

Manage own basic hygiene and personal needs

Understand the importance of healthy choices

accept help but only for the part they cannot

Aspire







Aspire Enquire I know what the word healthy means and that some things are healthier

than others. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushina

Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices

I know how to help myself go to sleep and that sleep is good for me.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing

Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices

I can wash my hands and know it is important to do this before I eat and after I go to the toilet.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing

Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy









Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight.

Make comparisons between objects relating to size, length, weight and capacity Show an awareness of comparison in estimating and predicting Compare some types of measures



I know what to do if I get lost and how to say no to strangers.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Manage transitions from parent to key person Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Has a positive relationship with key worker but can play and engage without needing direct support



















PSED

RE Story of Owl babies - new life Stained Glass Crosses Easter Cards and Bonnets Baby animals Easter Story Easter Story Know some similarities and differences Know some similarities and differences between Know some similarities and differences between Know some similarities and differences Know some similarities and differences between different religious and cultural between different religious and cultural different religious and cultural communities in this different religious and cultural communities in this between different religious and cultural Know some similarities and differences communities in this country, drawing on their country, drawing on their experiences and what country, drawing on their experiences and what communities in this country, drawing on communities in this country, drawing on between different religious and cultural experiences and what has been read in class; has been read in class: has been read in class: their experiences and what has been read their experiences and what has been read communities in this country, drawing on their Participate in small group, class and one-to-one Participate in small group, class and one-to-one Participate in small group, class and one-to-one in class: experiences and what has been read in class; discussions, offering their own ideas, using discussions, offering their own ideas, using recently discussions, offering their own ideas, using recently Participate in small group, class and one-to-Participate in small group, class and one-to-Participate in small group, class and one-to-one recently introduced vocabulary; introduced vocabulary; introduced vocabulary; one discussions, offering their own ideas, one discussions, offering their own ideas, discussions, offering their own ideas, using using recently introduced vocabulary; Comments on recent pictures of celebrations in Comments on recent pictures of celebrations in Comments on recent pictures of celebrations in using recently introduced vocabulary; recently introduced vocabulary: their own life e.g. "This was me celebrating their own life e.g. "This was me celebrating Diwali" their own life e.g. "This was me celebrating Diwali" Comments on recent pictures of Safely use and explore a variety of Comments on recent pictures of celebrations in Begin to know that there are differences between Begin to know that there are differences between celebrations in their own life e.g. "This was materials, tools and techniques, their own life e.g. "This was me celebrating what people believe Develop positive attitudes Begin to know that there are differences what people believe Develop positive attitudes me celebrating Diwali' experimenting with colour, design, texture, Diwali" between what people believe Develop positive about differences between people about differences between people Begin to know that there are differences form and function; - Share their creations, Begin to know that there are differences explaining the process they have used; attitudes about differences between people between what people believe Develop between what people believe Develop positive Make use of props and materials when role positive attitudes about differences attitudes about differences between people between people playing characters in narratives and stories Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Respect Tolerance Tolerance Respect Tolerance Respect Tolerance Respect Tolerance Respect Together UW Past and Present- changes in Recycling-Looking after our world Food chains Habitats- explore and create. Museum visit- recycling Explore the natural world around them, making Explore the natural world around them, making Explore the natural world around them. Explore the natural world around them, making Explore the natural world around them. ourselves observations and drawing pictures of animals and making observations and drawing pictures making observations and drawing pictures observations and drawing pictures of animals observations and drawing pictures of animals and Explore the natural world around them, making and plants: of animals and plants: of animals and plants: observations and drawing pictures of animals Begin to understand the need to respect and Begin to understand the need to respect and care Begin to understand the need to respect and care Begin to understand the need to respect Begin to understand the need to respect and care for the natural environment and and care for the natural environment and care for the natural environment and all living for the natural environment and all living things. for the natural environment and all living things. Begin to understand the need to respect and care for the natural environment and all living Talk about what they see in their environment Talk about what they see in their environment all living things. all living things. Explore collections of materials Explore (school/home) Talk about local environments (school/home) Talk about local environments *Understand the difference between plants* Talk about what they see in their collections of materials, identifying with similar Recognise some environments that are different to Recognise some environments that are different to and animals Plants seeds and cares for environment (school/home) Talk about Can explain what daily life is like in our country and/or different properties the one in which they live the one in which they live growing plants with support Show an local environments Recognise some Explains how life may be different for other awareness of the life cycle of a butterfly environments that are different to the one Democracy Rule of Law Can say what plants need to survive in which they live Talk about what they see in their environment (school/home) Talk about local environment. EAD Owl babies- use different Act out the story of Crunch munch Pastel drawings of dinosaurs Fossil making with salt dough Create a class food chain to Easter bonnet making Safely use and explore a variety of materials, Safely use and explore a variety of materials, tools Safely use and explore a variety of materials, tools dinosaurs lunch using role play and materials to make an owl baby represent the dinosaurs diet and techniques, experimenting with colour, tools and techniques, experimenting with and techniques, experimenting with colour, design, Safely use and explore a variety of materials, Share their creations, explaining the imagination. design, texture, form and function; - Share their colour, design, texture, form and function; texture, form and function; - Share their creations, tools and techniques, experimenting with process they have used; creations, explaining the process they have used; Invent, adapt and recount narratives and stories with Share their creations, explaining the process explaining the process they have used; colour, design, texture, form and function; - Manage their own basic hygiene and Safely use and explore a variety of materials, tools peers and their teacher. they have used; explores clay using fingers. Makes marks in clay and techniques, experimenting with colour, Share their creations, explaining the process personal needs, including dressing, going to Perform songs, rhymes, poems and stories with others, Explore the natural world around them, design, texture, form and function; - Share their and – when appropriate – try to move in time with music Manipulates clay (rolls, cuts, squashes, pinches, they have used; - Make use of props and the toilet and understanding the making observations and drawing pictures of creations, explaining the process they have used; Demonstrate understanding of what has been read to materials when role playing characters in twist etc.) Makes a model using clay importance of healthy food choices. animals and plants; Use glue sticks to join items with support them by retelling stories and narratives using their own narratives and stories. Use glue sticks to join items with support Begin to show accuracy and care when words and recently introduced vocabulary: Use glue sticks and glue spatulas to join Use glue sticks to join items with support Use Use glue sticks and glue spatulas to join Understand the past through settings, characters and independently Use glue spatulas to join glue sticks and glue spatulas to join independently Use glue spatulas to join events encountered in books read in class and storytelling. Children can draw things that they observe items with support independently Use glue spatulas to join items items with support Play with familiar small world equipment like Children can draw simple things from memory Explore different materials freely, in order Explore different materials freely, in order with support animal sets, dolls, doll houses etc Use own to develop their ideas about how to use to develop their ideas about how to use Explore different materials freely, in order to experiences to develop storylines e.g. make them and what to make develop their ideas about how to use them and them and what to make complex 'small worlds' with blocks and Develop their own ideas and then decide Develop their own ideas and then decide what to make construction kits, such as a city with different which materials to use to express them Develop their own ideas and then decide which which materials to use to express them buildings and a park Use experiences and learnt materials to use to express them stories to develop storylines in their pretend play

Music

Listen and Respond - Lovely Day performed by Bill Withers Explore and Create- Using the games track, find the pulse in different ways

Sing and Play - a. Learn to sing and play Old Macdonald Share and Perform- Share what you have learnt in the lesson

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances

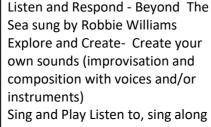
Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know











with and play with the action song The Wheels On The Bus Share and Perform- Share what you have learnt in the lesson Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate - try to move in

Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances

Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know



follow through

time with music.



Move energetically, such as running, jumping,

Throwing ball underarm with feet stationary.

Stands with feet shoulder width apart. Swing

throwing arm downward and forward without

Swing up, swing down. Child stands with knees

positioned behind. He/she is then instructed to

raise his/her arms forwards and upwards and

"Swing up, swing down" Jump off a step. Using

skills from 'Swing up, swing down' but jump off small step e.g. twothree gym mats (may need

to hold hands initially) Stand and jump forward

slightly apart and bent knees. Arms are

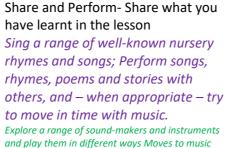
stand on his/her toes. Repeat until fluent,

dancing, hopping, skipping, and climbing.

Net/wall skills - throwing,

catching movement





Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they

Listen and Respond - Mars from The

Explore and Create- Explore high

and low (pitch and improvisation

Sing and Play - a. Learn to sing and

Planets by Gustav Holst

play Old Macdonald

Baa Baa Black Sheep

Incy Wincy Spider

with voices)





Striking/Fielding skills- chasing,

stopping, striking and running

dancina, hoppina, skippina and climbina.

Move energetically, such as running, jumping,

Hold a batt comfortably with hands together in the

middle of the handle. Hit a static ball with the batt

Hold a batt comfortably with hands together in the

middle of the handle. Stand side on, feet shoulder

width apart, head upright and looking at the

bowler. Hit a rolling ball with the batt





Striking/Fielding skills- chasing, stopping, striking and running

dancina, hoppina, skippina and climbina. Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt

Listen and Respond - Frogs' Legs and Dragons' Teeth by Bellowhead Explore and Create- Rhythm games (copycat)

Sing and Play - Listen to, sing along with and play with the action songs: The Hokey Cokey Share and Perform-Share what you have learnt in the lesson

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Explore a range of sound-makers and instruments and play them in different ways Moves to music

Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they

Listen and Respond - Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Explore and Create- Explore high and low (pitch and improvisation with voices) Sing and Play - Learn to sing and play nursery rhyme/s Row, Row, Row Your Boat Share and

Perform- Share what you have

learnt in the lesson

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.

Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances

Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a sona around one they know







Listen and Respond - Singing In The Rain performed by Gene

Explore and Create- Using a games track, find the pulse in different ways

Sing and Play - Learn to sing and play nursery rhyme/s Incy Wincy Spider Share and Perform- Share what you have learnt in the lesson

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.

Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances

Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a sona around









Net/ wall skills - throwing, catching movement

Move energetically, such as running, jumping, dancina, hoppina, skippina, and climbina. Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through

Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent. "Swing up, swing down" Jump off a step. Using skills from 'Swing up, swing down' but jump off small step e.a. twothree avm mats (may need to hold hands initially) Stand and jump forward landing safely



















Move energetically, such as running, jumping,

Striking/Fielding skills- chasing, stopping, striking and running

Move energetically, such as running, jumping, dancing, hopping, skipping and climbina

Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt

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rolling ball with the batt



Characteristics of Effective Learning

The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are • Playing and Exploring; Using what they know in their play; Being willing to have a go • Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do • Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.